

1. Record Nr.	UNINA9910463859303321
Autore	Darvas Peter
Titolo	Basic education beyond the millenium development goals in Ghana : how equity in service delivery affects educational and learning outcomes // Peter Darvas, David Balwanz
Pubbl/distr/stampa	Washington, D.C. : , : World Bank, , [2013] ©2014
ISBN	1-4648-0100-2
Descrizione fisica	1 online resource (185 p.)
Collana	World Bank Studies
Altri autori (Persone)	BalwanzDavid
Disciplina	370.9667
Soggetti	Basic education - Ghana Education and state - Ghana Educational assistance - Ghana Educational change - Ghana Educational evaluation - Ghana Educational indicators - Ghana Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographies.
Nota di contenuto	Front Cover; Contents; Foreword; Acknowledgements; About the Authors; Abbreviations; Overview; Inequity: The Central Challenge; Basic Education in Ghana: Main Findings; Figures; Figure 0.1 Primary and Secondary School Net Attendance Ratio, by Wealth Quintile and Urban-Rural Status, 2011; Maps; Tables; Table 0.1 Enrollment and NER in KG, Primary, and JHS 1990-2011/12; Figure 0.2 Primary Net Attendance Ratio, by Region, 2011; Figure 0.3 Primary PTTR, by SES, 2008/09; Map 0.1 Percentage of Trained Primary Teachers, by Region, 2011/12 Figure 0.4 Percentage of P6 Pupils Attaining Proficiency in English and Maths, by Urban-Rural Status Table 0.2 Per-Child Expenditure in 2008 GHc Measured at District Level; Figure 0.5 Percentage of P3 and P6 Students Achieving Proficiency in English, by Region; Table 0.3 Overview of Selected Equity Improving Programs; Figure 0.6 Percentage of P3 and P6 Students Attaining Proficiency in English and Maths, 2011;

Figure 0.7 Percentage of P3 and P5 Students, by Reading Comprehension Score; Figure 0.8 Percentage of Trained Teachers in Primary School and JHS, 1987/88-2009/10
Figure 0.9 Percentage of Students Reaching Minimum Competency and Proficiency, by Classroom Type, P3 English, 2011
Figure 0.10 Instructional Time in Basic Schools in Four Countries; Table 0.4 Factors Explaining Teacher Absenteeism; Table 0.5 GoG Budget Share, by Budget Category and Execution in Relation to Budget Amount; Figure 0.11 Sources and Flows of Funding and Resources for a Primary School in Ghana; Teacher Policy Dilemmas; Basic Education in Ghana: Recommendations; Notes; Chapter 1 Introduction-Why Focus on Inequity?
Figure 1.1 Attendance Rates, Ages 6-14 Years, by Poverty, Gender, and Region, 2003-08
Report Framework; Boxes; Box 1.1 Definitions of Key Themes; Figure 1.2 Conceptual Framework for Basic Education in Ghana; Notes; Figure 1.3 Themes and Interventions System Improvements in Literacy and Numeracy; Chapter 2 Country Context; Rapid Growth and Change; Recent Progress in Education; Persistent Challenges; Chapter 3 Education Reform History; Education Reform: 1951-2008; Recent Policy Initiatives; Notes; Chapter 4 Equity; Overview; Equitable Access
Table 4.1 Enrollment and NER in KG, Primary, and JHS, 1990-2011/12
Figure 4.1 Primary and Secondary School Net Attendance Rate by Wealth Quintile and Urban-Rural Status, 2011; Figure 4.2 Primary and Secondary Net Attendance Rate by Region, 2011; Figure 4.3 Primary and JHS NER by Wealth Quintile; Box 4.1 Providing Basic Education for Children with Disabilities; Figure 4.4 Private Enrollment as a Percentage of Total Enrollment in Primary Schools, 2010/11; Equal Distribution of Inputs; Map 4.1 Percentage of Trained Primary Teachers, by Region, 2011/12
Figure 4.5 Proportion of Primary Teachers with Training, by Region/District, 2008/09

Sommario/riassunto

Inequity is the central challenge facing basic education in Ghana and undercuts the potential contribution of basic education to Ghana's national development goals. Persistent disparities in education service delivery and inequitable allocation of resources in Ghana lead to highly inequitable educational outcomes. These inequities negatively affect system quality, efficiency and accountability and ultimately undermine broader national development. Wide-spread inequity in education service delivery significantly depresses system learning outcomes. This report describes a "missing middle" in t
